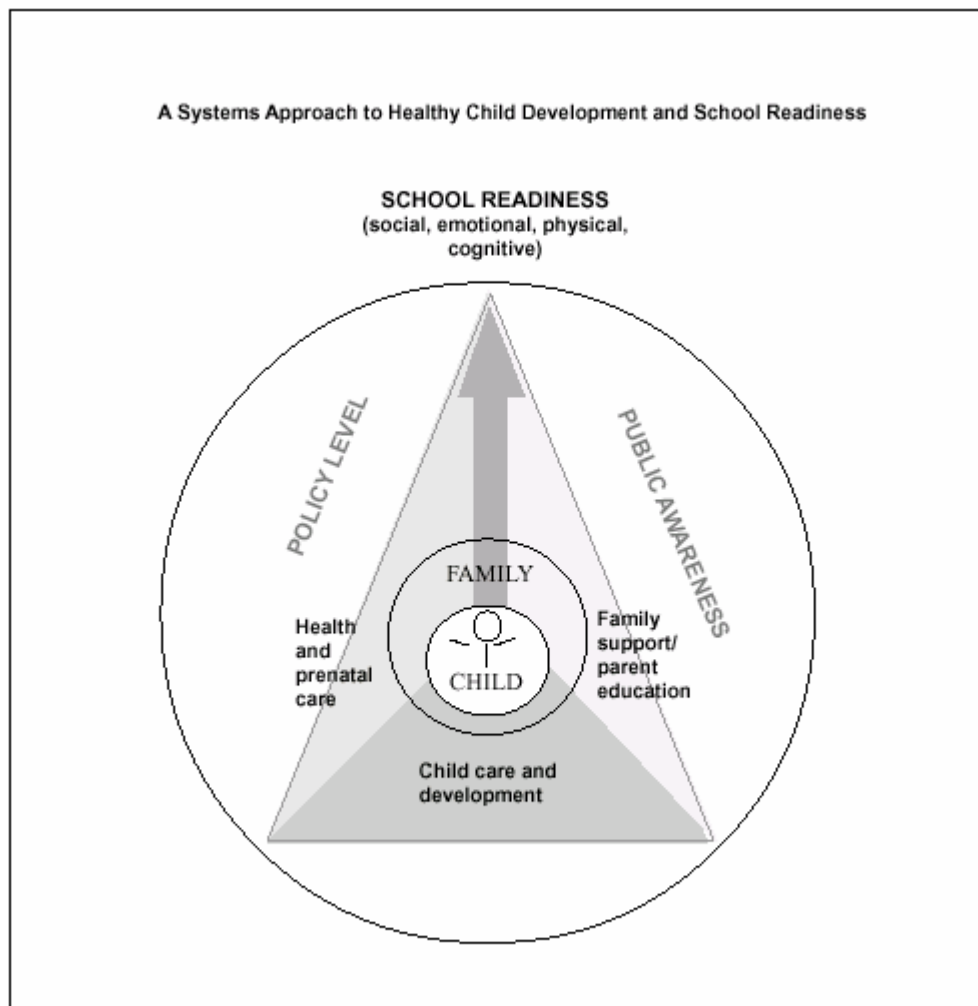


School Readiness 2001

Discussion Paper

3/20/01 draft



School Readiness 2001 Initiative Discussion Paper

The School Readiness 2001 Initiative *Discussion Paper* provides information on the proposed Initiative for discussion on development and implementation. This paper is organized as follows:

- I. Overview
- II. Background
- III. Partners
- IV. School Readiness Centers/Programs
 - a. What are the Target Communities
 - b. What are the Essential Elements
 - c. What Research/Evaluation Is Available
 - d. How It Could Look – includes Promising Examples
 - e. How It Would Work
 - f. How Much It Costs and Who Administers
- V. Timeline
- VI. Attachments
 - 1. Target Community Information
 - 2. Research Summary
 - 3. Center/Program Proposed Requirements
 - 4. Partnership Resource Chart

I. Overview

The purpose of the School Readiness Initiative is to improve the ability of families, schools, and communities to prepare children to enter school ready to succeed. This will be accomplished through start-up and implementation incentive grants to County Prop. 10 Commissions that may fund approximately 50 locally tailored School Readiness Centers/Programs in communities served by low-performing schools. The cornerstone of the School Readiness Initiative will be local School Readiness Centers/Programs that restructure and coordinate the delivery of quality early care and education, health and social services, parental education and support, plus improve schools' readiness for children through family-friendly environments in school-based or school-linked settings. While based on research, each county program will be designed to be responsive to local needs. The Initiative will be supported by a campaign to educate the public about the availability of 'school readiness' resources and what the standards and expectations are for early education and kindergarten, and by the development of research-based School Readiness assessments for children and for schools.

Through the School Readiness Centers/Programs, California's communities will link early care and education settings to neighborhood school sites, as well as provide services at or near schools or through outreach or mobile delivery strategies. The key is to create a locally viable, research-based education, service, and communication system among early care and education settings, neighborhood schools, and community agencies so children and families have a positive transition to elementary education, and schools and communities have increased capacity to ensure young students' success. This is particularly important since California is the nation's largest, most diverse State; almost 64% of children 0-5 are Latino, Asian, African-American, or

Native American. Since emergent literacy and numeracy skills at kindergarten entry are a good predictor of these abilities throughout a child's educational career, special focus will be given to developing these skills through parents and early childhood educators with a strong evaluation of these areas. Ongoing evaluation activities will ensure that dollars are invested wisely, that programs are implemented effectively, and, ultimately, that student academic achievement improves.

The Initiative will start with 'high priority' schools, yet the ultimate goal is to bring the School Readiness Centers/Programs to scale so that all families, schools, and communities work together for student success. Through an Interagency Group, the School Readiness Centers/Programs will receive intensive support with technical assistance, research and data collection, and ongoing evaluation to improve quality and effectiveness. Examples of these efforts are plans for the mass media public education campaign and the development of School Readiness assessments for both children and for schools. These combined approaches are aimed at supporting very young children and their families so that children are ready to meet their full potential in the critical early years of their K-12 careers. Because successful completion of high school is increasingly necessary for future success, the School Readiness Initiative places a special emphasis on improved academic performance. The greatest legacy of our work together will be improved student performance and ultimately, children who grow to become productive members of families and communities.

II. Background

Each year, 500,000 young Californians enter kindergarten. Governor Davis' administration has put into place a K-12 system of:

- standards for multiple subjects (what students should know and be able to do);
- assessments (to determine how well students are meeting the standards); and
- accountability (incentives and consequences to improve schools' performance).

This Administration's reforms will help ensure that opportunities for success are available to all children in the K-12 system. However, we believe the next crucial step is to focus on getting young children ready to enter their K-12 education years with a foundation for success. There is a concentration of primary grade students performing significantly below children in the same grade levels at other schools. Across California, children's reading and numeracy test scores at the second and third grade level are widely divergent. A comprehensive approach in tackling this problem will provide the environment, learning experiences, and services that children need before entering kindergarten to ensure that all children are ready for school and to close the performance gap among students in the primary grades.

The Governor's Office of the Secretary for Education and the California Children and Families Commission joined together to develop a School Readiness 2001 Initiative through a School Readiness Task Force. At the February 20 meeting, this Task Force adopted the National Education Goals Panel¹ definition of school readiness:

¹ National Education Goals Panel (1997), "Getting a Good Start in School," Washington, D.C.: National Education Goals Panel.

1) Children's readiness for school

- physical well-being and motor development
- social and emotional development
- approaches to learning
- language development
- cognition and general knowledge

2) Schools' readiness for children

- a smooth transition between home and school
- continuity between early care and education programs and elementary grades
- a student-centered environment focused on helping children learn
- a commitment to the success of every child
- approaches that have been shown to raise achievement for each student
- a willingness to alter practices and programs if they do not benefit children
- assuring that their students have access to services and supports in the community

3) Family and community supports and services that contribute to children's readiness for school success

- access to high-quality and developmentally appropriate early care and education experiences
- access by parents to training and support that allows parents to be their child's first teacher and promotes healthy functioning families
- prenatal care, nutrition, physical activity and health care that children need to arrive at school with healthy minds and bodies and to maintain mental alertness.

Children who are healthy and emotionally, socially, and cognitively ready for school are much more likely to have a successful school experience. The School Readiness 2001 Initiative will employ a multi-faceted approach in helping ensure that children in low-performing school areas in California will be supported by their family, schools, and community so they can start kindergarten with the strongest possible foundation for K–12 success. While approximately half the predictors for school success relate to characteristics of children and their families, the other half are linked to school-related factors^{2 3}. This is particularly important for schools serving children with disabilities and children from diverse cultural and linguistic backgrounds. Therefore, the School Readiness 2001 Initiative also will develop strategies to improve schools' reach to young children and their families to sustain and enhance gains achieved during the children's early years.

There are at least three compelling reasons to create School Readiness 2001:

1. We now know how important early childhood experiences are to learning, success in school, and functioning in later life. Neuroscience has shown that brain growth is at its highest between the ages of 0-3, and that there are critically important periods for some sensory, motor, and language capabilities, as well as mental health and social functioning, all of which impact a child's ability to learn and succeed in school and with their career and life goals.

² Stipek DJ and RH Ryan. 1997 Economically Disadvantaged Preschoolers: Ready to Learn but Further to Go. *Developmental Psychology* 33,4, 711-723.

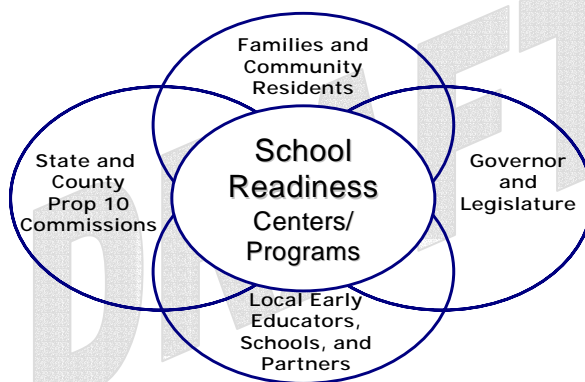
³ Phillips M, J Crouse, and J Ralph. 1998. *The Black-white Test Score Gap* (pp.229-72). Washington, DC: Brookings Institution Press.

2. There is a wide gap in the performance of our public school students which is why the School Readiness Initiative will focus initial efforts on ‘high priority’ schools, families, and neighborhoods. Despite the fact that kindergarten entry is a critical period in children’s lives, many schools do not have guidelines to facilitate this transition, nor is there extensive research on best practices to sustain and build on early childhood education gains necessary to improve elementary education results for all children.
3. Over the past several decades there have been enormous shifts in the social and economic conditions of families, with many more parents working out of the home for longer periods of time. California families need a variety of stable, high quality early care and education options available for their children to provide a foundation for school success.

III. School Readiness Initiative Partners

For the School Readiness Centers/Programs to succeed, all relevant parties – families, communities, schools and early childhood educators, State and County Children and Families (Prop. 10) Commissions, service agencies, and State and local agencies and government – must commit to a shared vision and responsibility for ‘school readiness.’

School Readiness 2001 - Partners



Local partnerships must include families and community members, as well as early childhood educators and district and school staff, County Prop. 10 Commissions, child and family-serving agencies, neighborhood organizations, businesses, colleges and universities, libraries, and any other participants whose involvement is important to success and who are prepared to assume joint accountability for the work. Families should be part of the local partnerships supported by County Prop. 10 Commissions from the beginning and should have a strong voice in making decisions and a strong role in leadership. It is our intent that communities implementing School Readiness Centers/Programs build upon existing local collaborative groups and existing programs and services (such as Early Head Start, Head Start, Even Start, Healthy Start, State preschool, etc.) when possible to provide a comprehensive and integrated system of ‘school readiness’ for children and families.

At the State level, key partners would function as a State-level advisory body for the Initiative and include the Office of the Secretary for Education, the California Children and Families Commission and County Commission representatives, California Health and Human Services Agency and its departments, California Department of Education, California Department of Consumer Affairs, State Library Office of Literacy, Office of the Attorney General, and others.

The State partners would provide resources to assist communities in many areas of ‘school readiness’ including:

- assisting in establishing results-based evaluation measures and a State level evaluation and reporting system;
- identifying research-based and innovative, promising strategies;
- creating public education messages delivered through a variety of community-based and mass media venues;
- reshaping current programs to integrate research-based practices and to meet local needs;
- focusing technical assistance providers and resources across agencies and systems;
- coordinating/integrating services to address gaps and overlaps in service use;
- identifying flexible funding streams, ways in which funds may be braided together, and strategies for maximizing federal funds;
- promoting a sufficient level of services.

IV. School Readiness Centers/Programs

School Readiness Centers/Programs would be a state initiated, locally-designed program bringing together the collaborative partnerships described in the previous section to coordinate existing resources and fund new programs when necessary. Programs, services, and strategies offered through School Readiness Centers/Programs would be based on research findings identifying or linking practices to school success. Research-based criteria will be established that would require each school-based or school-linked center/program to provide integrated services related to early care and education programs, family literacy with family support and outreach, health and social services, and services to improve schools’ capacity to reach young children and their families and to sustain and build on children’s early achievements. The specific strategies selected, as well as the delivery system, would be locally designed with an emphasis on coordination of existing services using new funds to fill in gaps or create a service platform where none exists. In addition, counties could also provide other services they determine are required to meet the needs of their communities.

a. What are the Target Communities

The priority for School Readiness Centers/Programs would be communities with low-performing schools as measured by the Academic Performance Index and the STAR Reading Test. One definition of “high priority schools” for purpose of the School Readiness Initiative is a school at or below the 30th percentile in API or where 50 percent of second graders are at or below the 25th percentile in reading as measured by the STAR Test (for small schools not participating in API). We estimate that over 1,350 schools would meet this test and that approximately 780,000 children under age 5 are within these communities (see attachment 1). These communities should be poised to work with State and Local partners, on an accelerated basis, to implement School Readiness Centers/Programs, to become ‘teaching centers,’ and to participate as ‘test sites’ for California’s School Readiness Initiative.

b. What Are Essential Elements

The School Readiness Task Force agreed that the School Readiness Center/Program should include, or link with, the following five elements that support and align with the three components of ‘school readiness.’ However, the mix of services and supports within each element will be coordinated and/or developed by County Prop. 10 Commissions and their

partners, including families, schools and communities, to better deliver needed services and supports while building on the resources/assets of each community:

Children's Readiness for School

- **Early Care and Education (ECE)**
Includes ECE services, improved access to high quality ECE through referrals, information and outreach to parents and providers, and improved implementation of effective practices through training for all types of ECE providers
Including **Periodic School Readiness Assessments for Children**

Family and Community Supports and Services

- **Parenting/Family Support**
Includes services such as family literacy, parent education, home visitation, employment development, and long-term family involvement/leadership
- **Health and Social Services (also supports 'Children's Readiness for School')**
Includes services such as health plan enrollment, provision and/or referral to basic health care including prenatal care, mental health counseling, nutrition services, oral health services, drug and alcohol counseling, and case management

Schools' Readiness for Children

- **School Capacity**
Includes communication of Kindergarten standards, schools' outreach to parents of children 0-5, early childhood education and Kindergarten transition programs, cross-training and shared curriculum and planning for early childhood educators and early elementary teachers
Including **Periodic School Readiness Assessments for Schools**

Overall Support

- **Site Infrastructure and Administration**
Includes facility purchase and set-up, site/district/county coordination, clerical support, training and development, and transportation
Including **Evaluation**
 - * Over time, children's verbal and math scores on SAT 9 (or STAR)
 - * Outcomes (child, family, school, and community) defined for local programs, consistent with Prop. 10 reporting requirements
 - * Minimum standards (or improvements) need to be met by local School Readiness Centers/Programs as a condition for on-going funding
 - * Process evaluation measures to determine how communities have implemented their strategies

These five elements were designed as the framework for California's School Readiness Initiative to support the reciprocal nature of readiness as a characteristic of both child and school. To allow for local flexibility while maintaining best/promising practices and quality assurance/evaluation mechanisms, the following chart outlines the philosophy and processes that surround the services/supports provided through the five 'essential elements' of the School Readiness Center/Program. The flexibility of this framework encourages communities to select the best procedures for local implementation. All the components need to be present in each School

Readiness Center/Program, but each community will approach them somewhat differently, building on existing services, local resources, and community expertise and infrastructure.

Philosophy	‘Essential Elements’ Services/Supports	Processes
Voluntary family participation	Early care and education services with kindergarten transition programs	School based or linked
Family focus and decision-making	Parenting/Family Support services	Plan with connected assessment, prioritized goals, strategies, partners, and evaluation
Community investment and design	Health and Social Services	Comprehensive training for staff and volunteers
Inclusive and culturally competent	Schools’ capacity to prepare children and families for school success	Results based accountability and strong evaluation component
Collaboration	Site Infrastructure, Administration, and Evaluation	Systems Integration and redesign
Builds on family and community assets	(plus other services determined by local communities)	Standards and research based, plus ‘promising practices’
Coordinates existing services and infrastructure		Site, District, and County level coordination and technical assistance

c. What Research/Evaluation Is Available

The research base continues to grow and support the integrated, comprehensive, family-centered approach embodied in the ‘Essential Elements’ of the School Readiness Centers/Programs. The research on early childhood education confirms the need to think about children’s readiness for school as multi-faceted and linked to several important quality factors. Information from eleven major research studies is analyzed and summarized in the Rand Institute publication, Investing in Our Children, Chapter 3 “Targeted Early Intervention Programs and Their Benefits.” In keeping with the holistic definition of ‘school readiness,’ the research base on parenting/family support, health and social services (for children and families), and school capacity improvements also is strong and growing. This information is analyzed and summarized in the Child Trends report, “Background for Community-Level Work on School Readiness: A Review of Definitions, Assessments, and Investment Strategies” (December 2000). A chart summarizing these two meta analysis publications, plus other research, is included in attachment 2.

These services and systems work together to address the social and emotional ‘protective factors’ that predict successful early school outcomes, such as high-quality daycare at an early age and a higher level of maternal education. There also are ‘risk factors’ that predict a young child’s difficult transition to school, such as low birth weight and insecure attachment in a child’s early years. Both ‘protective’ and ‘risk’ factors affect children’s school readiness.⁴

⁴ The Child Mental Health Foundation and Agencies Network, “A Good Beginning – Sending America’s Children to School with the Social and Emotional Competence They Need to Succeed,” 2000.

In addition, there is strong evidence of the efficacy of the comprehensive, integrated, school-linked approach to child, youth, and family service delivery as evidenced by California's Healthy Start initiative. The 1999 'Healthy Start Works' evaluation report found significant gains in reading and math scores, particularly for children attending low performing schools. In a pre-publication report developed by UCLA, approximately 87% of Healthy Start sites have maintained or expanded their post-grant services though this sustainability may show signs of slippage without a funding base for coordination. Healthy Start sites provide an average of 12 to 15 types of services and leverage an impressive 3:1 to 7:1 'return on investment' of State grant monies by coordinating local education, health, social services, community-based, business, and other sources of on-going support. While the School Readiness and Healthy Start initiatives share many common principles and service coordination and delivery processes, they differ in target populations and in the more defined scope of 'essential elements' in the proposed School Readiness Centers/Programs. The potential for development and expansion of School Readiness Centers/Programs relies on the infrastructure provided by family-school-community linkage systems such as Healthy Start and Family Resource Centers so that this new Initiative can build on the momentum of California's cross-system initiatives.

While we have a solid base in research for the design of the 'School Readiness Centers/Programs,' we need to recognize the pioneering nature of our work:

- Research exists to support the validity of requiring all five 'essential elements' to improve student performance in the School Readiness Centers/Programs, so we expect even greater results/synergy by combining these effective elements through explicit, coordinated efforts in local communities.
- The research continues to grow as practices expand and evolve in local communities, so we will require the implementation of research-based approaches while encouraging the innovative use of 'promising practices' with clearly described rationale and links to effective strategies.
- California's School Readiness Initiative plans to contribute to effective practices and evaluation design in 'school readiness,' so all participating communities need to commit to participating in rigorous local and state level evaluation systems. Intensive evaluation will be required of all participating School Readiness Centers/Programs. The local and State evaluation process will assess how the 'Essential Elements' work to improve child, family, school, and community outcomes that are all part of 'school readiness.' Progress measures would include students' performance on the statewide assessments in the primary grades (STAR reading and math scores in grades two and three) and measures of children's school readiness that will be determined by a State/Local evaluation team.

d. How It Could Look

We envision School Readiness Centers/Programs being established in the schools targeted by this initiative or in their neighborhoods. A full array of services locally determined to address standards/criteria for the five essential elements would be provided on site, in community centers, or through other service delivery systems that support both preschool age children and their families. These centers would be family friendly environments that provide a safe, nurturing place where very young children and their parents could both receive and give assistance to others in their communities. Centers could have programs, which allow:

- parents to work with multiple agencies and stakeholders to design and implement the program;
- parents to enroll their children under age five in a part- or full-day early care and education program on site or to receive referral information for quality early care and education providers, and parents to participate in sessions supervised by a child development specialist;
- families to go to their neighborhood school for parent groups on topics such as how to read to young children and support reading readiness, positive discipline, and critical stages in child development including language acquisition;
- parents to receive community information on accident/injury prevention, good nutrition, immunization clinics, employment, and assistance with Medi-Cal and Healthy Families enrollment, etc.;
- schools to offer early screening for children's health and developmental problems and to coordinate early intervention services for children with disabilities;
- schools to partner with agencies to provide mental health counseling and social services on-site or through referral. Where appropriate, public health nurses, multidisciplinary teams, or teachers to conduct home visits for early interventions purposes;
- early care and education programs, libraries, and community based organizations to offer family literacy programs to support language development and reading readiness in addition to the school;
- typically isolated neighborhood residents to receive information about school and community events and resources and have to opportunities to participate and contribute, through neighborhood volunteer systems and other innovative strategies;
- parents to receive information about education standards and school readiness and how they can be effective 'first teachers'; and
- parents to feel comfortable and welcome on the school site and to support and be involved in their children's education as they transition to the K-12 system.

Promising Examples

The following examples are just a few of the service delivery systems available in California communities that could be expanded or reconfigured to become School Readiness Centers/Programs. Though many 'pieces' of the five essential elements exist, the challenge will be to create a local, comprehensive system that addresses the multi-faceted definition of 'school readiness.'

Elizabeth Learning Center (ELC): Several Urban Learning Centers were developed in low performing schools in which the focus and extent of on-site and linked services varies by school setting. The ELC in the City of Cudahy in the Los Angeles Unified School District was initiated with Healthy Start funding and is an outstanding example of a preK-12 school. Key components include: 1) technology – as a tool for learning; 2) learning supports; 3) governance and management – involving stakeholders in decision-making; and 4) curriculum and instruction. The 'learning supports' include:

- On-site district preschool, state preschool, Head Start, and parent cooperative child care operated by staff and parents who take a child development class at the school, participate in other adult education classes, and volunteer services at the school;
- On-site health clinic that serves the community;

- Mental health and counseling services in collaboration with UCLA;
- Adult education with about 400 adults enrolled in classes on site and at a satellite site across from ELC, as well as a distance learning program;
- Integrated and shared case management system in partnership with Los Angeles County;
- Parent and community outreach and home visiting, including paid positions for ‘community representatives’ to coordinate the support program; and a volunteer tutor/mentor program.

Bret Harte Healthy Start: Over 1200 schools are linked with California’s Healthy Start initiative which was established in 1991 to measurably improve the lives of children and their families by providing culturally appropriate, integrated, accessible, strengths-based educational, health, mental health, social, and other supports and services, at or near schools. The focus and extent of on-site and linked services varies by child, family, and community needs and resources. The Bret Harte Healthy Start in the Sacramento Unified School District is an outstanding example. Key components include:

- On-site Family Resource Center with mental health counseling, parent peer support groups, plus student tutoring and service learning programs;
- Adult education and parent education classes on campus;
- Kindergarten transition and Arts/Recreation programs on weekends;
- Birth and Beyond home visitation program for pregnant women and young children;
- Teacher home visitation programs to link families and schools with training and support from Area Congregations Together;
- Healthy Families and MediCal enrollment services plus referrals to health care;
- Dental screenings with referrals and follow-up services.

WIC as a Gateway to Other Services: Several local WIC agencies have developed projects to provide low-income women and children with access to other health, educational, and social services. Important components of many WIC programs are linkages to Child Health and Disability Prevention screens, including immunizations for children of participating parents. Some WIC sites also have early literacy programs to promote child and family literacy. Such projects may be particularly useful for immigrant families where English skills limit the parents’ ability to ensure English language literacy for their preschool children. These services often include linkages with public libraries and schools.

Lamont/Weedpatch Family Service Center:

Many rural communities, such as the towns of Lamont and Weedpatch in Kern County, have challenges such as scarce community resources, transportation, and a large migrant population. The Family Service Center serving these communities started with Healthy Start funds and maintains services with funds from Department of Social Services - Office of Child Abuse Prevention and TANF; California Department of Education – Migrant Education, IASA Title I, and district funds; Office of Criminal Justice Planning; Department of Health Services – MediCal (TCM); AmeriCorps; local businesses; and many others. Available services include:

- Health – immunizations, physicals for children, dental/vision screening, health insurance information, nutrition/diet and emergency food assistance and clothing
- Education – child care and preschool information, Kindergarten readiness programs, after school programs, job skills/training, adult education including ESL and

- citizenship classes; translation and interpretation services
- Counseling and Social Services – drug and alcohol intervention, individual/group counseling, Answers Benefiting Children (pregnancy – 5) home visitation program
- Prevention and Safety – neighborhood watch, bicycle and summer safety
- Community Service – community clean-ups, service learning for students

e. How It Would Work

School Readiness Centers/Programs: The initiative will start with funds for a number of School Readiness Centers/Programs that will act as local school readiness ‘service sites,’ as well as ‘teaching centers’ for other communities and ‘test sites’ for evaluation and research purposes. The Initiative would provide funding to a limited number (approximately 50) of School Readiness Centers/Programs, depending on the level of funds provided, through a Request for Proposal (RFP) or ‘invitation to participate’ process. These communities would already have in place significant community-level ‘school readiness’ programs, services, and processes. These communities typically will have conducted community assessments through Prop. 10 and/or California’s Healthy Start, have developed strategies for identifying priority areas, have committed some resources to ‘school readiness,’ and would use new resources to fully address the ‘essential elements.’ The local requirements proposed for School Readiness Centers/Programs are included in attachment 3. Additional School Readiness Centers will be funded through a ‘rolling’ challenge grant process that strengthens local partnerships as funding is available. Start-up grants may be provided to counties to develop necessary infrastructure for initiating their School Readiness Centers/Programs.

Local Partnerships: The provision of the services will require key partnerships at the local level. During the start-up years, State Prop. 10 funds would be allocated to County Prop. 10 Commissions that agree to collaborate with local partners, the State Prop. 10 Commission, and other State agencies. This partnership will design programs based on local needs, as well as practices that are associated with enhanced school readiness and school success. The County Prop. 10 Commissions would be required to partner with schools and other providers in their communities to implement the Initiative. County Prop. 10 Commissions would also be required to include these funds within the scope of their annual audit and their annual report.

The discussion on what services are available, which services could be restructured, and which services need to be developed will provide a needed focus on our youngest children in every California community. The chart of ‘*School Readiness Resources/Community Partners/Service Providers*’ (attachment 4) was developed as a starting point to assist communities with identifying possible partnership and resource leveraging opportunities. Other resources such as community groups and associations provide incredible resources, yet vary by community and so are not listed. There are numerous service combinations that need to be designed to build on family and community strengths while addressing unmet needs.

State Partnership and Development: We propose that long-term funding be shared by an initial investment of State and County Prop. 10 Commission funds for planning and start-up costs, administration, ancillary services, technical assistance, and evaluation that would be matched in the future with a new investment of funds from the State General Fund for ongoing operations and through the leveraging and refocusing of other local funds. The development of research-based School Readiness assessments to be used periodically with both children and

with schools would be a key new investment. We propose that State Prop. 10 Commission funds be used for the development of a School Readiness Assessment for Children, and that State General Funds or Prop 98 funds be used to develop the School Readiness Assessment for Schools. In addition, State Prop. 10 Commission funds ‘school readiness’ efforts in research, media/public education, community-based outreach, and technical assistance through projects across the Commission’s result areas (early care and education, health, family education/support, and systems integration). Each fiscal and contributing partner will benefit from the resource and expertise ‘leveraging’ made possible by this Initiative.

f. How Much It Could Cost

The School Readiness Initiative, including the School Readiness Centers/Programs, could be funded through an initial commitment of approximately \$200 million. As noted earlier, we estimate that approximately 780,000 children could be served in communities that have schools that tested below the 30th percentile (1,352 schools in 46 counties). We recognize that we would not be able to serve every one of these children and, in fact, some of these children and their families would not require all or any of the services potentially supplied in a School Readiness Center/Program.

State Commission Funds

These options recognize the fact that the State Prop. 10 Commission has up to \$200 million of one-time funds to invest in this Initiative, plus on-going support through media/public education, research, and technical assistance projects. State Commission funds could pay for planning, start-up, and operational costs in the first three to four years. (Some statutory relief may be required in order to move funds for use in this project.)

County Commission Funds/ Other Local Match

We recognize that the majority of the County Commissions have obligated their funds for the next few years. Many of the County Prop.10 Commission projects currently encompass ‘school readiness,’ and the multiyear timeframe allows them the ability to plan funds for this Initiative and further focus their ongoing efforts on ‘school readiness.’ The County funding level depends on those counties that wish to participate and does not mandate that counties would participate.

In addition, a variety of funding streams that directly support ‘school readiness’ for young children are implemented in local communities through service systems such as education, health, mental health, social services, employment development, and others. Community resources such as local businesses, faith and neighborhood organizations, colleges and universities, libraries, etc. contribute needed expertise, facilities, and financial resources targeted for pregnant women and young children. These funds, when committed in a County’s plan, could also be used as a source of the local match along with County Commission funds. When coordinated, these resources add up to a community contribution and commitment to ‘school readiness.’

State General Funds

The State General Fund would provide available funds together with the investment of State and County Proposition 10 funds and local resources.

Who Would Administer the Program

We recommend that the California Children and Families Commission, the Secretary for Education, Health and Human Services Agency, and the California Department of Education administer their separate, complementary funds and resources coordinated through an Interagency Policy Group consisting of representatives from the CCFC, the Office of the Secretary for Education, the HHSA and its departments, County Commissions, the California Department of Education, California Department of Consumer Affairs, State Library Office of Literacy, Office of the Attorney General, and others the Task Force may recommend.

V. Timeline

The following timeline begins after enactment and funding of the initiative:

Year 1

Fund and develop the state-level administrative staff, the county/regional professional development/technical assistance structure, public education strategies, and State/Local research/evaluation design.

Begin funding local demonstration sites as School Readiness Centers/Programs for planning/start-up or implementation, based on their readiness. Collect baseline data.

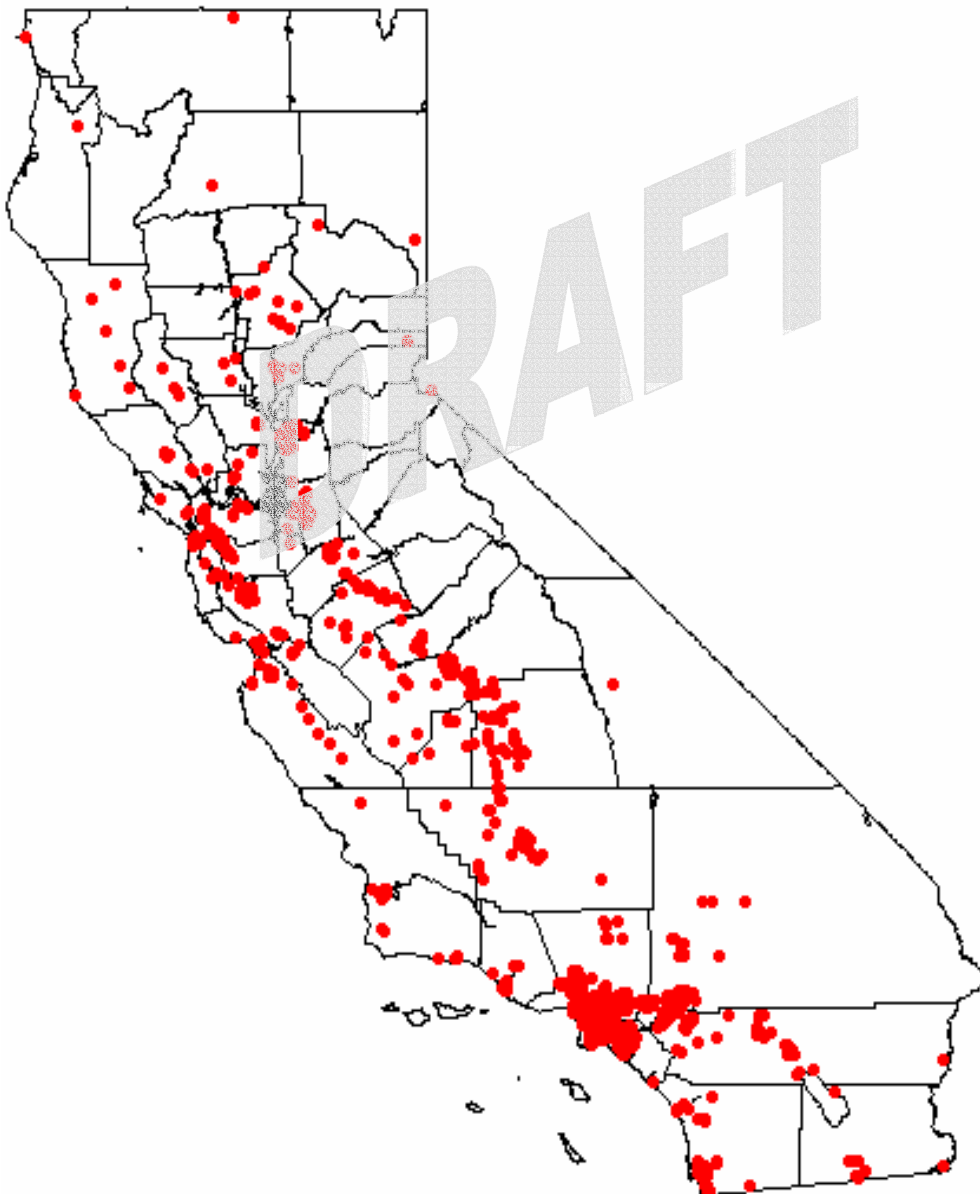
Year 2 and beyond

Phase in a specified number of School Readiness Centers/Programs each year. Conduct annual application/funding process. Collect, analyze, and disseminate information on effectiveness each year.

Option 1: 30th Percentile
Underperforming Elementary Schools in California
(1,352 schools; 46 counties)

Elementary Schools

- 1) At or below the 30th Percentile in API
- OR
- 2) 50% of Second Graders are scoring in the 25th Percentile in Reading (for schools not participating in API)



Elementary Schools that Meet All the Criteria Below:

- 1) Below the 30th Percentile in API
OR
- 2) 50% of 2nd Graders Scoring at or below
the 25th Percentile in the STAR 2000 in Reading

Number of Schools	1,352
-------------------	-------

Number of 2nd Graders in these schools that took the exam	156,597
---	---------

Source: 2000 Starr and API Files.

Ethnicity of Students in these Schools (1999)

	Students	Percent
Hispanic	744,079	73%
Black	111,219	11%
White	96,616	9%
Asian	46,449	5%
Filipino	10,720	1%
American Indian	5,951	1%
Pacific Islander	4,972	0%
Multiple Reporting	1,777	0%
TOTAL	1,021,783	100%

Source: 1999 CBEDS.

Of students in these schools How Many Qualify for:

	Students
Enrollment in Public Schools	1,002,525
Qualifying for Free Lunches	760,520
%	76%
Qualifying for Reduced Lunches	97,881
%	10%
Qualifying for CalWorks	303,546
%	30%

Source: 1998 AFDC File.

Selected School Readiness Studies

Attachment 2

California's Essential Elements for School Readiness	Research Description & Results	What Works
Early Care and Education	Longitudinal studies of 'High Quality Child Care Programs' indicate that higher quality care can affect school readiness outcomes for children. This appears to be particularly true for children with risk factors or compared to lower quality child care (Kagan & Neuman, 1997). Evidence for the effects of child care quality on children's patterns of growth and development from the preschool years through early elementary years include long-term effects on children's abilities 4 years later (The Children of the Cost, Quality & Outcomes Study Go To School, Bryant, et.al. 1999).	Overview of High Quality ECE: <ul style="list-style-type: none"> • Emphasis on multiple areas of child development (cognitive, language, social & emotional) • Stimulating environments • Quality care for children in poverty • Small student/teacher ratios • Parent involvement • Collaboration with community services • Close, caring, stable student/teacher relationships • Stable child care arrangements
	Infant Health and Development Project (IHDP) Eight-site trial designed to improve outcomes for low birth-weight babies. Effects on child found out to age of eight (end of follow up).	Home visits for the first year of baby's life, and intensive developmental child care for baby's second and third year of life
	Abecedarian Project (Campbell & Ramey, 1994) Targeted families at risk. Significant school readiness improvements and outcomes out to age 12. Cognitive and academic achievement scores increased with duration.	Intensive developmental child care (began when Infant about 6 weeks old and ended at entry to kindergarten)
	Milwaukee Project Significant improvement in school performance out to age 12 (end of follow up).	Clinical trial with intervention very similar to the Abecedarian project.
	Perry Preschool (Berrueta-Clement, et al, 1984) Significant improvement in certain school performance outcomes (reduced special education placement, grade retention, high school dropouts, teen pregnancy) and benefits out to age 27 (higher school completion, employment earnings, etc) with estimated \$7.16 saved for every \$1 spent.	Combined 20 hour per week preschool program and frequent home visits by preschool instructor.

	Brookline Massachusetts Early Education Program Delivered services to children from infancy to kindergarten entry and parents. Follow up at second grade showed one or two positive outcomes.	Combination of high quality center-based child care with parent education - both in groups and individually.
	Syracuse University Family Development Research Program (Lally, et al, 1988) Similar to the Brookline study. This study identified results on school functioning and absenteeism plus reductions in juvenile delinquency to middle adolescence.	Provided high quality center-based child care and both home visits and groups for parent education.
	Chicago Parent-Child Development Center – Title I Preschool Project Longitudinal study of children selected from attendees of a Title I program. Children who received services for multiple years exhibited better school-related outcomes than children who received fewer years of service.	This program offered services beginning in preschool and continuing through elementary school.
	Head Start Program Research Several longitudinal studies show Head Start programs can affect school readiness and performance for children who attend Head Start. Also show reduction in special education placements, grade retention, and high school drop-out rate.	Comprehensive developmental services for 3-5 year olds and social services for their families, including education, health (immunizations, medical, dental, mental health, and nutrition services), parent involvement, and social services
	Early Head Start Research New research study shows higher cognitive development and language skills for children. Home environments support cognitive development, language, and literacy; use milder discipline techniques; and are more supportive, sensitive, and less detached.	Child development services, family and community partnerships, support services for children and families through center-based, home-based or mixed approaches.
Parenting/ Family Support		Good parenting practices (e.g., sensitive response to child, non-coercive discipline) leads to better socioemotional child outcomes.
	Olds' Nurse Home Visiting Clinical trial in three cities. Prenatal to age two of index child. Teen moms in trial exhibited significantly improved life outcomes. For children (to adolescence in follow-up) results in less child abuse, increase in child health, better academic and social outcomes for both child and parent.	Home visiting by public health nurses from prenatal through age two – targeted to teen, first time moms. Discuss parental health habits, parenting behaviors, and home safety.

	Early-Onset Conduct Disorders-Webster-Stratton Parent-child option produced most decrease in problems at one- year follow up.	Child and parent/child training to deal with conduct disorders in children 4-7.
	ADVANCE-Webster-Stratton Clinical trial of intervention similar to Early-Onset model discussed above. Improvements in problem-solving skills and child behavior at follow up.	Addresses interpersonal distress when child 3-8 exhibits misconduct problems.
	Yale Child Welfare Project Visits delivered prenatal to 30 months for index child. Significant improvement in school readiness and in attendance, adjustment, and perception by teachers to age 10 (end to follow up).	Trial of home visiting project using social workers and psychologist with links to pediatrician and other specialists.
	Houston Parent Child Development Center This clinical trial delivered a set of services to Hispanic parents and children beginning when the children were one year of age. This study identified some improvements for certain subgroups of children out to early adolescence.	One year of home visits followed by one year of parent education group meetings and center-based child care.
	Emergent literacy levels at kindergarten entry are a good predictor of reading ability throughout a child's education (Whitehurst, 1994). Home environments that support reading and writing (Halsall & Green, 1995), shared book-reading (Ijzendoorn & Pelligrini, 1995), and dialogic reading (Halsall & Green, 1995; Whitehurst & Lonigan, 1998) show positive effects for children's literacy.	Literacy Practices in Family Settings <ul style="list-style-type: none"> • Parents reading to their children • 'Dialogic' reading (making children an active part of shared book-reading by asking questions)
	Parents as Teachers Home Visiting Clinical trials of this early education program for children under 4 and their parents identify few outcomes. One site in Salinas, CA, however, has shown some potentially interesting outcomes for Hispanic families and low English proficiency.	Prenatal through age 3 home visits by range of professionals to increase parents' skills with giving their children a solid foundation for school and life success and to prevent/reduce child abuse.
	HIPPY Home Visiting Trials show very mixed and sporadic results for variables associated with school readiness.	The HIPPY program provides early education services to parents of preschool age children.

	Poor children have worse nutrition and more physical health problems, plus lower scores on standardized tests for verbal ability early in development (Brooks-Gunn, Britto & Brady, 1999) and on cognitive skills (Stipek & Ryan, 1997) and an increase in emotional and behavioral problems (McLoyd, 1998). Wage supplements or earnings disregards to increase family income (New Hope Project and Minnesota Family Investment Program) show positive effects on children's cognitive and school outcomes.	Lower Family Economic Risk Job training and education for parents improves children's cognitive outcomes with mixed results for child behavioral and emotional outcomes.
	CA parents less likely to select quality center-based programs than parents in other states (Capizzano, 2000), and older preschoolers (3-4yo) more likely to be in multiple arrangements than infants or toddlers.	Providing child care subsidies leads to more use of formal child care arrangements.
	Children who are the result of planned pregnancies and who are raised by both biological parents in low-conflict families have better outcomes in early years of school (Barber, Axinn & Thornton, 1999; Moore & Manlove, 1997; Morrison & Coiro, 1999; Thompson, 1992).	Family Structure <ul style="list-style-type: none"> • Two involved parents, regardless of marital status improves children's cognitive and social outcomes. • Low conflict two-parent families improves children's socioemotional outcomes.
Health and Social Services	Infant Health and Development Project (IHDP) Eight-site trial designed to improve outcomes for low birth-weight babies. Effects on child found out to age of eight (end of follow up).	Health in the Early Years <ul style="list-style-type: none"> • Pediatric monitoring, home visits, attendance of infant in child development center, group meetings for parents • Prenatal care (doctor's visits, nurse home visits, proper nutrition) guards against LBW births • At-home parenting videos leads to fewer severe illnesses
	Increased access to public health institutions (Yokley & Glenwick, 1984) plus other child-specific prompts increase immunization rates. Immunizations protect children from communicable diseases that cause children to miss days of school and/or result in disabilities.	Immunizations <ul style="list-style-type: none"> • monetary incentives • client-specific prompts • increase access to public health institutions
	Poor nutrition affects children's physical and intellectual development (Korenman, Miller & Sjaastad, 1995)	Nutrition Provide food vouchers (WIC, Food Stamp Program)
	Chronic, low-level exposure to lead can cause problems such as lowered IQ, short attention span, hyperactivity, stunted growth, and reading and learning disabilities. (Alliance to End Childhood Lead Poisoning 2000)	Reducing Lead Exposure Remove/replace lead water pipes

	Pain and suffering of dental caries may result in an inability to concentrate, or increased absences from preschool (Platt & Cabezas, 2000). Also can permanently damage the functioning of teeth, inability to eat properly so physical growth may be diminished.	Dental Health ‘promising practices’ <ul style="list-style-type: none"> • regular oral health screening • parent education in oral health practices and proper feeding • increase access to dental care providers • coordinate dental health services with other services
	Positive parent/child interaction, the physical environment, and parents’ emotional well-being are related to children’s cognitive, social and emotional development (Caughy, 1996; Hammen, 1987; Radke-Yarrow, 1992).	Reducing child emotional and behavioral problems ‘promising practices’ <ul style="list-style-type: none"> • ‘two generation programs’ – treat maternal and child depression • alleviate family stress • focus on the parent-child relationship
	Parent education, accompanied by additional supports like child safety features in automobiles, reduces injuries (DiGuseppi & Roberts, 2000).	Unintentional Injury <ul style="list-style-type: none"> • for vehicle restraints – clinic-based parent education plus subsidies and/or positive reinforcement; community-based multiple pathway approach • for hot tap water safety and for smoke alarm ownership – clinic-based parent education • for bicycle helmet use – community-level interventions using multiple pathways
School Capacity	Extensive research not available, but literature supports guidance listed. Attention needs to be given to schools’ readiness for children with developmental disabilities (Dale Farran & Jack P. Shonkoff, 1994)	School transitional ‘promising practices’ <ul style="list-style-type: none"> • contact between kindergarten and preschools (Kagan & Neuman, 1998; Smolkin, 1999) • contact between kindergartens and homes (Melton, Limber & Teague, 1999; Swick, 1997) • connections between schools and community resources • in-depth, careful screening; little evidence to support holding children out of kindergarten and effects can be detrimental, especially for poor and minority students (Gullo & Burton, 1992; May & Kundert, 1997) • schools ready for <u>all</u> children

Research findings may apply to more than one “Essential Element.”

Attachment 3

School Readiness Center/Program – Local Requirements

- I. Program Plan with connected assessment, prioritized goals, strategies, partners, and evaluation that:
 - A. Includes all Essential Elements
 - Early care and education services with kindergarten transition programs
 - Parenting/Family Support services
 - Health and Social Services
 - Schools' capacity to prepare children and families for school success
 - Site Infrastructure, Administration, and EvaluationOther services determined by local communities
 - B. Standards are research based, plus 'promising practices'
 - C. Encompasses 'principles' of:
 - Inclusive and culturally competence
 - Builds on family and community assets
 - Voluntary family participation; family focus and decision-making
 - D. Results based accountability with strong evaluation component
 - Participate in local and State level evaluation systems
 - Assist with development of periodic School Readiness Assessment for Children and School Readiness Assessment for Schools
 - Progress measures, over time, of children's verbal and math scores on SAT 9 (or STAR) and other child, family, school, and community outcomes
 - Minimum improvements/standards need to be met as a condition for on-going funding
- II. Administrative
 - A. County Prop. 10 Commissions administer:
 - Collaborative governance structure that includes families
 - Community investment and design
 - Uses existing collaborative group if possible
 - Coordinates existing services and infrastructure
 - B. School based or linked
 - C. Systems Integration and redesign
- III. Fiscal
 - A. County Prop. 10 Commission commitment of funds and coordination of other County Prop. 10 projects and initiatives
 - B. Diverse and sustainable local match from schools/school districts, city/county agencies, businesses, community and faith organizations, etc.
- IV. Training and Technical Assistance
 - A. Comprehensive training for staff and volunteers
 - B. Site, District, and County level coordination and technical assistance

‘School Readiness’ Resources/ Community Partners/Service Providers

Many services listed support multiple elements of ‘school readiness.’

Attachment 4

Program Title	Funding Source	Information Source	Activities and Services Supported
Parenting/Family Support			
Partnership for Responsible Parenting	<i>CA Department of Health Services Office of Criminal Justice Planning</i>	Public Health Department and other County agencies	Initiative designed to address problems associated with teen and unwed pregnancy and fatherlessness by establishing community challenge grants, public awareness media campaign, statutory rape prosecution, and mentoring.
Community Development Block Grant	<i>U.S. Department of Housing and Urban Development</i>	Cities	Coordination of facilities and direct service to families to strengthen and improve community life.
Social Services Block Grant	<i>US Department of Health and Human Services Title XX Social Security Act</i>	County Social Services Agency	Activities that promote family self-sufficiency, prevent child abuse and neglect, and out-of-home placement.
Child Welfare Services	<i>US Department of Health and Human Services Title IV-B Social Security Act</i>	County Social Services Agency	Emergency caretaker/homemaker, financial assistance. Family preservation, mental health, alcohol and drug abuse counseling, post adoption services.
Foster Care Maintenance and Adoption Assistance	<i>US Department of Health and Human Services Title IV-E Social Security Act</i>	County Social Services Agency	Out of home placement and reunification, pre and post-placement prevention activities. Pays for staff and staff training.
Vocational Education	<i>Federal, State, Local</i>	School Districts, County Offices of Education, Community Colleges, Community-based organizations	Provide assessment, counseling, vocational education, on-the-job training, job placement, and basic/remedial education to youth and adults.
Workforce Investment Act Core Services	<i>US Department of Labor</i>	Employment Development Department and California Department of Education Office of Workforce Development	Plans and implements an integrated, comprehensive, customer-focused, and performance-based service delivery system for employment, training, and related education programs and services.
America Reads Challenge: The Reading Excellence Act (HR2614/S1596)	<i>U.S. Department of Education</i>	U.S. Department of Education (415) 437-7526 (California Department of Education (916) 657-3391	Provides children with school readiness skills and support they need in early childhood to learn and read. Supports three key activities: professional development, out-of-school tutoring, and family literacy in pre K through grade 3.
TANF Recipient Training Child Development Careers	<i>CA Department of Education Child Development Division (916) 322-6233</i>	Local Child Care Planning Councils; local Resource & Referral centers	Provides competitive grants to public and private agencies who develop programs to recruit, educate, train, and employ CalWORKs participants in child care. CA Dept. of Social Services administers similar program.
Even Start Family Literacy Program	<i>U.S. Department of Education Improving America’s Schools Act (IASA)</i>	CA Dept. of Education Policy & Program Coordination Office (916) 657-3700 http://www.cde.ca.gov/iasa/es	Serves families with children 0-7 living in a low income area by integrating early childhood education, adult basic education, parenting education; and coordinating service delivery agencies. Schools, districts, county offices of education, community based organizations, universities/colleges
One-Stop Career Center Intensive Services Programs	<i>US Department of Labor</i>	Employment Development Department	To develop a unified training system that will "increase the employment, retention, and earnings" of participants. Three types of service are offered through the One-Stop Career Center System: 1) Core Services, 2) Intensive Services and. 3) Training Services Local Workforce Investment Boards

School Readiness Initiative – 3/20/01 Draft

Program Title	Funding Source	Information Source	Activities and Services Supported
Adult Education	<i>Federal and State</i>	CA Dept. of Education Adult Education Office (916) 322-2175 www.cde.ca.gov/adulteducation	Provides adults and out-of-school youth with basic/remedial education, English-as-a-second language, vocational education and citizenship classes School districts, county offices of education, community colleges Community-based organizations, Libraries
Community-Based English Tutoring Program (enacted under Proposition 227, 1998)	<i>CA General Fund</i> CA Department of Education Funding based on the number of limited English proficiency (LEP) pupils in the school district	CA Dept. of Education Language Policy & Leadership Office (916) 657-3677 www.cde.ca.gov/cilbranch/cbet	Provides free or subsidized English language instruction for parents and other community members who pledge to provide personal English language tutoring to English learners. The intent is to raise the English language proficiency in the community. School districts, county offices of education
English Language Literacy Program (ELLP) SB 1167	CA Department of Education \$250 million in grants for English language learners	CA Dept. of Education Academic Support Office (916) 323-3147	The ELLP provides a competitive grant intended to reach students in districts with the highest ELL concentration. Schools districts
California School Age Families Education (Cal SAFE)	<i>CA General Funds</i>	CA Dept. of Education Family and Community Partnerships Office (916) 654-3898 www.cde.ca.gov/calsafe	To establish a comprehensive, continuous, and community-linked school-based program that focuses on youth development and dropout prevention for pregnant and parenting pupils and on child care and development services for their children. School Districts that had one of the following 3 programs as of 10/1/99 -School age parent & infant development program (SAPID) -Pregnant Minor Program (PMP) -Pregnant & Lactating Students Program (PALS)
Early Care and Education			
Local Child Care Planning Councils	<i>CA Department of Education</i> Child Development Division	Local Child Care Planning Councils	Councils are established at the county level to assess county child care and development needs and establish program priorities for communities. They include community and child care representatives and enhance collaboration among children's services and interested groups. Manage AB212 Early Care and Education Provider Retention funds.
Child Care and Development Block Grant	<i>Federal</i>	CA. Dept. of Education Child Development Division	
Resource & Referral Agencies (R&R)	<i>CA Department of Education</i> Child Development Division	California Child Care Resource & Referral Network (415) 882-0234	R&Rs are located in every county and assist parents in locating child care. They have well-developed systems that support parents, providers, and local communities in finding, planning for, and providing affordable, quality child care. Can direct individuals/organizations to local California Association for Education of Young Children chapters.
Child Care Facilities Revolving Fund	<i>CA Department of Education</i> Child Development Division (CDD)	For contractor eligibility: CDD (916) 322-6233) For application and lease: School Facilities Planning Division (916) 322-2470. www.cde.ca.gov/dmsbranch/sfpdiv/index	Used to purchase, transport, or install new portable child care facilities leased to school districts and contracting agencies who provide child care and development services. CDD contractors may apply for funds to lease-purchase portables for replacement and expansion of capacity.
Child Care and Development Facilities Loan Guarantee and Direct	<i>California Department of Housing and Community Development</i>	California Department of Housing and Community Development	Schools and others interested in obtaining a loan to purchase, maintain, improve or expand a licensed child care facility may be eligible.

School Readiness Initiative – 3/20/01 Draft

Program Title	Funding Source	Information Source	Activities and Services Supported
Loan Fund Programs			
TANF Recipient Training Child Development Careers	CA Department of Education, Child Development Division (CDD) (916) 322-6233	Local Child Care Planning Councils; local Resource & Referral centers	Provides competitive grants to public and private agencies who develop programs to recruit, educate, train, and employ CalWORKs participants in child care. CA Dept. of Social Services administers similar program.
Child Development Training Consortium	CA Department of Education Child Development Division (CDD) (916) 322-6233	Child Development Training Consortium, Modesto, CA; local community colleges.	Community colleges offer coursework leading to certification on the Child Development Permit Matrix and engage in local outreach to recruit and train under-represented groups. Sponsors Mentor Teacher programs.
California School Age Families Education (Cal SAFE)	CA General Funds	CA Dept. of Education Family and Community Partnerships Office	See listing under “Parenting/Family Support”
California State Preschool	CA General Fund	CA Dept. of Education Child Development Division (916) 322-6233	Provides a comprehensive, coordinated system of child care and development for young children.
Child Care Subsidies	Federal and CA General Fund	CA Dept. of Education Child Development Division (916) 322-6233 CA Dept. of Social Services Child Care Programs Bureau (916) 657-2144	Administers many State and federal program that assist low-income families to pay for child care. Provides child care payment programs so parents on welfare can work, attend school or training. Administered through county welfare departments.
Head Start and Early Head Start	U.S. Department of Education	CA Head Start Association (916) 393-1603	Early childhood education program that provides a comprehensive range of services for the child and family including services to meet their emotional, social, health, nutritional, and psychological needs through child care homes and centers.
Child Care Licensing	Federal and CA General Funds	CA Dept. of Social Services Community Care Licensing Division	License and monitor child care centers and homes through 13 child care licensing offices. Regulations cover admissions policies, daily practices and procedures, emergency planning, facility design/structure, outdoor space, equipment, meals, disease prevention, background clearances, staff qualifications, and adult-child ratios.
Stewart B. McKinney Homeless Assistance Act	U.S. Department of Education California Department of Education	CA Dept. of Education Student Academic Support Ofc (916) 323-5252	To ensure homeless children are provided the same free, appropriate public education as provided to other children and youth. County Offices of Education and School Districts
Immediate Intervention Underperforming Schools Program (II/USP)	CA Department of Education (Public Schools Accountability Act)	II/USP, Education Support & Networks Division (916) 657-3803 www.cde.ca.gov/i/iusp	Establishes a statewide accountability system that will annually hold each school accountable for increased student achievement, including a process for rewards and sanctions. School Districts with Low Performing Schools
Garden-Enhanced Nutrition Education Grants	CA Department of Education California Integrated Waste Management Board	CA Dept. of Education Education and Training Unit Garden-Enhanced Nutrition Education (916) 323-2473 www.cde.ca.gov/cyfsbranch	Garden-Enhanced Nutrition Education motivates children to make healthy food choices and integrate aspects of growing, marketing, preparing, eating and composting food. School Districts; County Offices of Education
Health and Social Services			
Individuals with Disabilities Act (IDEA)	U.S. Department of Education PL 94-142 part H	CA Dept. of Education, Special Education Division	Assessment and preventive services for young children at risk of developmental disabilities; transition into appropriate school setting.

School Readiness Initiative – 3/20/01 Draft

Program Title	Funding Source	Information Source	Activities and Services Supported
	and PL-105-17, Parts A-D	(916) 445-4613 or 1-800-926-0648 www.cde.ca.gov/spbranch/sed	Schools, districts, county offices of education
Title IV (IASA) Safe & Drug Free Schools & Communities	<i>U.S. Dept. of Education</i> \$41.1 million (70% entitlement, 30% greatest need)	CA Dept. of Education Healthy Kids Program Office (916) 657-3040 www.cde.ca.gov/spbranch/safety	To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools. County offices of education and school districts
Local Educational Agency (LEA) Medi-Cal Billing Option and Targeted Case Management	<i>US Department of Health and Human Services</i> Title XIX Medicaid Administered by California Department of Health Services	Districts, County Offices of Education, Collaborative partners www.dhs.ca.gov Technical assistance project web site:	LEAs can bill for medically necessary services and case management for Medi-Cal eligible students; reinvest in broad range of support, prevention, intervention, and treatment activities for children and their families and to sustain local Healthy Start initiatives.
Medi-Cal Administrative Activities (MAA)	<i>US Department of Health and Human Services</i> Title XIX Medicaid Administered by California DHS	County Health Department and Local Education Consortium (Regional LEC)	Activities associated with administration of the LEA Medi-Cal program.
EPSDT (Early & Periodic Screening, Diagnosis and Treatment) and CHDP (Child Health and Disability Prevention) Program	<i>US Department of Health and Human Services</i> Title XIX Medicaid and CA Department of Health Services	County Health Department, Managed Care Agency	Provides health assessments and treatments for eligible population 0 - 21 years
Federally Qualified Health Clinic (FQHC)	<i>US Department of Health and Human Services</i> Title XIX Medicaid	County Health Department	Services for Medi-Cal eligible people in medically under served areas. Rate is higher, cost-based.
Children's Dental Disease Prevention Program SB 111	<i>CA Department of Health Services</i>	County Health Departments and County Offices of Education	Provides school-based dental health education and dental services that include fluoride, screenings, treatment, as well as referral strategies.
Community Tobacco Control Program	<i>CA Department of Health Services</i> Tobacco Control Section	Community based organizations, county Dept. of Health Dept., schools	Conduct interventions that support three priority areas: environmental tobacco smoke, youth access to tobacco products, and counter pro-tobacco tactics. Includes tobacco cessation materials and programs, CA Smokers' Helpline, etc.
Maternal and Child Health Program	<i>US Department of Health and Human Services, Title V plus Other Federal & State funds</i>	CA Department of Health Services Maternal and Child Health Branch (916) 657-1347 County Health Departments Regional Perinatal Programs	Provides comprehensive services for pregnant women and children through programs such as Adolescent Family Life Program, Black Infant Health Program, CA Diabetes and Pregnancy Program, CA Youth Pilot Program, CA Fetal and Infant Mortality Review Program, CA Sudden Infant Death Syndrome Program, Childhood Injury Prevention Program, Comprehensive Perinatal Services Program, Comprehensive School Health Program, Domestic Violence Program, Perinatal Outreach and Education Program.
Women, Infants, and Children Program (WIC)	<i>US Department of Health and Human Services</i>	CA Department of Health Services (916) 928-8806 www.dhs.ca.gov/pcfh/wic	A nutrition program that helps pregnant women, new mothers and young children eat well and stay healthy through special checks to buy healthy foods, info about nutrition and health, support for breastfeeding, and help in finding health care and community services.
Healthy Families and Medi-Cal for Children	<i>US Department of Health and Human Services</i> Child Health Insurance Program (CHIP) and California Managed Risk Medical	Department of Health Services, County Social Services, schools	Provides low cost and no cost medical, dental & vision care insurance for qualified children up to age 19. Sign-up fee for assisting families with the application. Community-based and school-based outreach and enrollment grants will be available in spring 2001.

School Readiness Initiative – 3/20/01 Draft

Program Title	Funding Source	Information Source	Activities and Services Supported
	Insurance Board (MRMIB)		
California Medical Services	<i>U.S. Department of Health and Human Services and CA General Fund</i>	County Departments of Health Services; County Departments of Social Services	Provides a comprehensive system of health care for children through preventive screening, diagnostic, treatment, rehabilitation, and follow up services through programs such as CA Children Services, Child Health and Disability Prevention, Genetically Handicapped Persons Program, HIV Children's Program, Newborn Hearing Screening Program, High Risk Infant Follow-up Program
Primary and Rural Health Care Systems	<i>U.S. Department of Health and Human Services and CA General Fund</i>	County Departments of Health Services; County Departments of Social Services	Provides services to improve the health status of targeted population groups living in medically underserved urban and rural areas through programs such as CA Healthy Families Rural Demonstration Projects, Community Challenge Grants, Expanded Access to Primary Care, Indian Health Program, Rural Health Services Development Program, Seasonal Agricultural and Migratory Workers Program.
Children's System of Care	<i>California Department of Mental Health</i>	County Departments of Mental Health	Provides integrated human services to children with serious emotional disturbances who are at risk of out-of-home placement. Strives to keep these children safe, in home, in school, and out of the juvenile justice system.
Substance Abuse Block Grant	<i>US Department of Health and Human Services Substance Abuse and Mental Health Services</i>	County Health Department/Alcohol and Other Drug Programs	Alcohol and drug abuse prevention, treatment, and after-care services.
Site Infrastructure and Administration			
Community Based Family Resource Program	<i>CA Department of Social Services Office of Child Abuse Prevention</i>	Public Agencies, Schools and Non profit agencies	Establishes and expands comprehensive family resource centers; many centers are located at school sites.
Interagency Children Services Act SB 997 and 786	Permits regulations to be waived and reallocates existing resources (no funding source)	County agencies serving children	Establishes Interagency Youth Service Councils. Encourages local development of comprehensive and collaborative delivery systems for all services for children and youth, enhancing local governance; required for Healthy Start RFA if council exists.
Community Development Block Grant	<i>U.S. Department of Housing and Urban Development</i>	Cities	Coordination of facilities and direct service to families to strengthen and improve community life.
Child Care and Adult Food Program	<i>U.S. Dept. of Agriculture</i> Provides reimbursement for lunch, supper, breakfast, and for morning, afternoon, or evening snack.	CA Dept. of Education Nutrition Services Division (916) 445-0850 or (800) 952-5609 www.cde.ca.gov/cyfsbranch/cnfddiv	Provides a combination of nutritious meals and snacks to children enrolled for care through USDA reimbursement. Public and private child care facilities and emergency shelters.
21 st Century Community Learning Centers	<i>U.S. Department of Education</i>	U.S. Department of Education (Region IX). (415) 437-7526 www.ed.gov/21stccle	Provides expanded learning opportunities for participating children in a safe, drug-free and supervised environment.
Healthy Start Support Services For Children Act (SB 620, 1991)	<i>CA General Fund</i> \$39 Million Statewide: \$50,000 Collaborative Planning Grant \$400,000 Operational Grant	CA Dept. of Education Healthy Start and After School Partnerships Office (916) 657-3558 www.cde.ca.gov/healthystart/	Planning or implementing/ expanding school integrated supports and services to assist children, youth and families with achieving academic and life success. County Offices of Education, School Districts, and Charter Schools. Targeted to schools with high population of low income and LEP students
Coordinated Services	<i>U.S. Dept. of Education</i>	CA Dept. of Education	Develop, implement or expand coordinated social, health, and education support

School Readiness Initiative – 3/20/01 Draft

Program Title	Funding Source	Information Source	Activities and Services Supported
(IASA) Title XI	Title XI Improving America's Schools Act (up to 5% of funds allocated for other IASA Titles)	Healthy Start and After School Partnerships Office (916) 657-4773	and service programs for children and their families. Schools, Districts (Waiver must be submitted to CDE for approval)

DRAFT